



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**CHILDREN WITH SPECIAL NEEDS
EDU6281 3 Credit Hours**

Student Level:

This course is open to students on the college level in either the Freshman or Sophomore year.

Catalog Description:

EDU6281 CHILDREN WITH SPECIAL NEEDS (3 Hrs.)

This is an introductory course covering various exceptionalities and the unique needs of students aged birth to twenty-one with physical, cognitive, communication, or social/emotional disabilities. The course will review the historical influences on special education; the laws which govern accessibility, identification and placement; the various teaching and learning challenges; various perspectives regarding disabilities; national and local resources; and recommended modifications and accommodations to meet various exceptionalities.

Prerequisites:

ENG 2211 English Composition I

EDU6211 Introduction to Teaching & EDU6212 Introduction to Teaching Field Experience (or concurrent enrollment in these courses and EDU6281 Children with Special Needs)

Controlling Purpose:

This course will provide an overview of various exceptionalities to include a broad range of physical, cognitive and emotional disabilities and information on laws and procedures which address meeting the needs of those with exceptionalities. Identification and impact on teaching and learning will be considered as well as various learning environments and settings. Consideration will be given to the impact of culture on identifying those with special needs. Expectations regarding the roles of various support specialists, faculty and staff will require students to consider their current and future role in supporting those with exceptionalities. Examples of exceptionalities include: learning disabilities, intellectual and development disabilities or delays, intellectually gifted, speech and language disorders, ADD and ADHD, Autism Spectrum Disorder, visual and hearing loss or impairments, traumatic brain injury, and emotional disabilities.

Learner Outcomes:

Upon completion of the course, the student will:

- Define exceptionality, disability and handicap
- Provide an overview of the history of special education
- Explain the laws which govern services for individuals with disabilities, special education and the identification and placement process for school and community
- Exam student and community populations and determine the impact of culture, gender and family dynamics on teaching and learning and evaluate the various perspectives regarding exceptionalities.

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- Exam various types of exceptionalities and the impact on teaching and learning – intellectual, social, emotional, physical, communication and multiple disabilities
- Develop resources to serve families, schools and communities
- Design lesson ideas or modifications/accommodations for lessons to address varied learning needs
- Evaluate accessibilities in school and community for those with specific physical needs

Units Outcomes and Clock Hours of Instruction for Core Curriculum:

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student’s achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: OVERVIEW OF EXCEPTIONALITY						
Outcomes: The pre-professional student will provide an overview of the definitions of exceptionalities, including high and low incident, and an understanding of the historical perspectives on special needs and services.						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe disability vs handicap and the impact on daily functions, learning and teaching.
						Justify the needs for special services for those identified with exceptionalities by applying the historical influences and contributes to the field of special education.
						Explain the purpose for the focus of ability vs disability as it relates to identification and determining appropriate services.

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							Describe fairness verses equality and the value of each on addressing the needs of those identified with exceptionalities.
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UNIT 2: LAWS, REGULATIONS, IDENTIFICATION, PLACEMENT & SERVICES

Outcomes: The pre-professional will explain the laws which govern services for individuals with disabilities, special education and the identification and placement process for school and community.

A	B	C	D	F	N	Specific Competencies:
						Demonstrate the ability to:
						Summarize the laws and regulations which mandate services for education or accessibility.
						Describe the referral and identification process and procedure and the roles of various individuals within that process.
						Identify components of an Individualized Education Plan (or program).
						Describe and recognize various placement and service options to meet the needs of individual students – demonstrate an accurate understanding of the Least Restrictive Environment for all learners.
						Outline the Response to Intervention approach.

UNIT 3: STUDENTS, FAMILIES & COMMUNITY

Outcomes: The pre-professional will examine student and community populations and determine the impact of culture, gender and family dynamics on teaching and learning and evaluate the various perspectives regarding exceptionalities.

A	B	C	D	F	N	Specific Competencies:
						Demonstrate the ability to:
						Describe the diverse population found in today’s schools on a national, state, and local level and recognize disparities in identification.
						Recognize potential challenges in understanding educational needs and the impact of dominant culture or subculture perspectives or values.
						Compare and contrast student population with teaching population and the impact on teaching, learning, and providing appropriate services.
						Consider the influence of multicultural education on providing culturally relevant instruction or services.
						Recognize various family dynamics and the impact on identification, placement and services as well as teaching and learning.

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						Develop a list of parental resources to include local organizations, strategies for addressing needs in the home, etc.
						Design a resource library to educate parents, siblings, general education teachers or others - to include professional journals, children and adolescent books – about exceptionalities.

UNIT 4: INTELLECTUAL DISABILITIES

Outcome: The pre-professional student will examine the various types of intellectual disabilities and the impact on teaching and learning.

A	B	C	D	F	N	Specific Competencies:
						Demonstrate the ability to:
						Describe the various causes and types of intellectual disabilities.
						Describe the various characteristics of intellectual disabilities.
						Explain the potential educational challenges of students identified with learning disabilities.
						Compare and contrast Classroom Instruction vs Community Instruction.
						Develop a list of possible Functional Activities and design one or more lessons around Functional Activities which also meets instructional core standards.
						Summarize definitions, causes, and learning challenges of Learning Disabled.
						Modify one or more lesson plans from the general education classroom to meet various learning disabilities using recommended strategies (i.e. direct instruction, modified materials).

UNIT 5: SOCIAL, EMOTIONAL & BEHAVIOR DISORDERS

Outcomes: The pre-professional student will examine the various types of social, emotional and behavior disorders and the impact on teaching and learning.

A	B	C	D	F	N	Specific Competencies:
						Demonstrate the ability to:
						Describe and recognize various causes of social, emotional, and behavior disorders.
						Differentiate social, emotional, and behavior disorders.
						Explain the various educational challenges of those identified with social, emotional, and behavior disorders.
						Develop a Social Learning lesson plan using recommended strategies and

							practices.
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UNIT 6: ATTENTION DEFICIENT DISORDER & ATTENTION DEFICIENT AND HYPER-ACTIVITY DISORDER

Outcomes: The pre-professional student will examine the difference and challenges of ADD and ADHD and the impact on teaching and learning.

A	B	C	D	F	N	Specific Competencies:
						Demonstrate the ability to:
						Describe and recognize various causes of ADD & ADHD.
						Differentiate between ADD & ADHD and the characteristics of each.
						Explain the various educational challenges of those identified with ADD & ADHD.
						Describe the challenges of the identification process for those who demonstrate characteristics of ADD or ADHD.
						Describe the common practices of addressing ADD or ADHD verses recommended practices and strategies for meeting the needs of those identified or showing similar characteristics.

UNIT 7: AUTISM

Outcomes: The pre-professional student will examine the Autism Spectrum and the impact on teaching and learning.

A	B	C	D	F	N	Specific Competencies:
						Demonstrate the ability to:
						Research and describe the potential causes of Autism and various perspectives on Autism Spectrum Disorder.
						Explain the various educational challenges of those identified with ASD – social communication and interactions, behavioral as well as the various intellectual strengths.
						Review resources on ASD and determine their benefit in educating parents, siblings, faculty, staff and community on ASD.
						Describe effective approaches to meeting the unique needs of those identified with ASD at various ends of the spectrum.

UNIT 8: COMMUNICATION DISORDERS – SPEECH & LANGUAGE, DEAFNESS & HEARING IMPAIRMENTS.

Outcomes: The pre-professional student will examine the various communication disorders and the impact on teaching and learning.

A	B	C	D	F	N	Specific Competencies:
						Demonstrate the ability to:
						Describe and recognize various types of communication disorders – speech and language.
						Differentiate between communication disorder and communication differences (i.e. regional or cultural dialects).
						Describe effective approaches or strategies to modify or accommodate teaching and learning for those identified with speech and/or language disorders.
						Explain the educational challenges of those identified with specific communication disorders.
						Explain the various causes of hearing impairment or deafness and the impact on teaching and learning.
						Research and dispel myths and truths regarding those with hearing impairment or deafness.
						Explain the importance of culture to the deaf community and its impact on school and family relationships.
						Describe effective approaches or strategies to modify or accommodate teaching and learning for those with hearing impairment or deafness.
						Establish a list of classroom tools to effectively enhance the learning environment or to modify or accommodate student learning.

UNIT 9: VISUAL IMPAIRMENT & BLINDNESS

Outcomes: The pre-professional student will examine the various visual impairments and the impact on teaching and learning.

A	B	C	D	F	N	Specific Competencies:
						Demonstrate the ability to:
						Explain various causes and types of visual impairment or blindness.
						Explain the educational challenges of those identified with specific vision impairments or blindness.
						Research and dispel myths and truths regarding those with visual impairment or blindness.
						Describe effective approaches or strategies to modify or accommodate teaching and learning for those with impairment or blindness.

						Establish a list of classroom tools to effectively enhance the learning environment or to modify or accommodate teaching and learning.
						Generate a list of resources and organizations for families, communities and school.

UNIT 10: TRAUMATIC BRAIN INJURY

Outcomes: The pre-professional student will examine various types or levels of brain injury and the impact on teaching and learning.

A	B	C	D	F	N	Specific Competencies:
						Demonstrate the ability to:
						Explain various causes of TBI as well as the variations and potential impairments that exist.
						Explain the symptoms, characteristics and educational challenges of those identified with various impairments from TBI.
						Compare and contrast characteristics of the multiple impairments caused by TBI to other disabilities and disorders.
						Discuss the challenges faced at different ages from impairments of TBI – cognitive, social, emotional, etc.
						Explain the potential for recovery based upon the severity of the TBI.
						Research the various impairments and the effective approaches or strategies to modify or accommodate teaching and learning.

UNIT 11: PHYSICAL DISABILITY & OTHER HEALTH DISABILITIES

Outcomes: The pre-professional student will examine various physical disabilities and health related disabilities or challenges and the impact on teaching and learning.

A	B	C	D	F	N	Specific Competencies:
						Demonstrate the ability to:
						Outline various physical disabilities indicating the severity of the disability on learning and daily functioning.
						Describe the various challenges specific physical disabilities have on accessibility in school and the community.
						Describe the social and emotional challenges often experienced by those living with a physical disability.
						Evaluate community perceptions of those with a physical disability.
						Evaluate home, business, and school for the ease of accessibility for daily living

							and determine recommended changes.
							Redesign a classroom demonstrating the various configurations needed to address the specific needs of those with a physical disability.
							Describe Health related disabilities which often hinder participation in school on a regular basis and the impact on teaching and learning.
							Explain the various approaches and tools that can be utilized to ensure educational progress continues.

UNIT 12: SEVERE & MULTIPLE DISABILITIES

Outcomes: The pre-professional student will investigate the definition of severe disabilities and describe multiple disabilities and consider the impact of severe or multiple disabilities on teaching and learning.

A	B	C	D	F	N	Specific Competencies:
						Demonstrate the ability to:
						Discuss what identifies a disability as severe (cognitive, physical, and social).
						Explain the common placement and level of service for those with severe disabilities.
						Describe the various community and school resources available to those with severe disabilities and their families.
						Evaluate community perceptions of those with a severe disability.
						Evaluate the public school and its ability to address the varied needs of those with severe disabilities, consider statutes regarding placement of those with severe disabilities, and the recommendations for level of service.
						Describe examples of multiple disabilities and the multifaceted impact on teaching and learning.

UNIT 13: INTELLECTUALLY GIFTED & TALENTED

Outcomes: The pre-professional student will define gifted and talented and explain the historical influences in justifying the need for special services for those identified and the impact of intellectual giftedness and unique talents on teaching and learning.

A	B	C	D	F	N	Specific Competencies:
						Demonstrate the ability to:
						Research the history of intellectually gifted and gifted education.
						Describe the characteristics of the gifted learner.

						Describe the social and emotional challenges often experienced by the gifted learner.
						Generate a toolbox of resources and best practices when working with the gifted learner – acceleration, enrichment, independent study, divergent thinking or creativity challenges, early access to school or college, etc.
						Determine the Least Restrictive Environment for the intellectually gifted learner and how that compares to learning environments for other exceptionalities.
						Describe levels of service often provided for gifted learners and how that compares to the national standards of effective services for the gifted learner.
						Compare mandated services on a national and state level to those mandated for other exceptionalities.

Projects Required:

Portfolio –

- *professional resources (i.e. LD Online, CEC, NAGC, KSDE SPED)*
- *descriptive summaries of disabilities/exceptionalities and an outline of recommended modifications or accommodations*
- *state and local parent and community resources to address a variety of needs (i.e. medical assistance or assistive technology, emotional support, transportation, etc.)*
- *a bibliography for all grade levels and ages for understanding a variety of disabilities/exceptionalities*
- *an example IEP developed from a case study*
- *a wish list of assistive technology or classroom tools (i.e. stress balls, seating that moves, timers, manipulatives, text to speech, etc.)*
- *core curriculum lesson plans which are modified to address specific needs (i.e. appropriate reading materials, manipulatives, text to speech, dictations, enlarged text, etc.)*
- *lessons to teach: community or functional skills, address social/emotional needs, and communication skills*
- *Educational Philosophy*
- *An example IEP*

Textbook:

Visit the [Cowley College Bookstore](#) for more information.

Materials/Equipment Required:

Refer to course syllabus and the [Cowley College Bookstore](#)

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

Based on classroom occupancy

Course Time Frame:

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class and which requires accommodations, contact the Disability Services Coordinator.